

## COTTAGEVILLE ELEMENTARY

72 Salley Ackerman Drive  
Cottageville, SC 29435

**GRADES** K-5 Elementary School

**ENROLLMENT** 337 Students

**PRINCIPAL** Karl Naugle 843-835-5716

**SUPERINTENDENT** Charles W. Gale Jr. 843-549-5611

**BOARD CHAIR** V. Wayne Shider 843-549-5715

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	25	52	13	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes

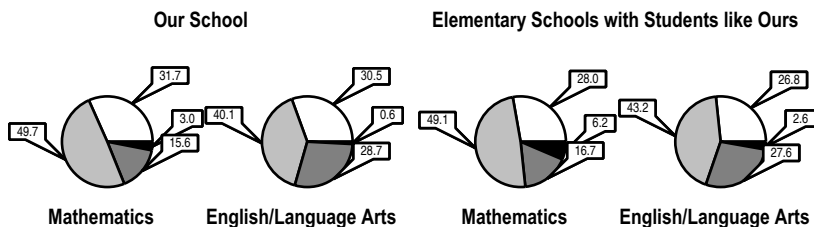
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	180	100.0	30.5	40.1	28.7	0.6	40.1	Yes	Yes
<b>Gender</b>									
Male	95	100.0	33.0	44.3	21.6	1.1	34.1		
Female	85	100.0	27.8	35.4	36.7	0.0	46.8		
<b>Racial/Ethnic Group</b>									
White	104	100.0	22.8	41.6	34.7	1.0	46.5	Yes	Yes
African-American	70	100.0	45.2	37.1	17.7	0.0	27.4	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	157	100.0	23.6	43.8	31.9	0.7	45.1		
Disabled	23	100.0	73.9	17.4	8.7	0.0	8.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	180	100.0	30.5	40.1	28.7	0.6	40.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	180	100.0	30.5	40.1	28.7	0.6	40.1		
<b>Socio-Economic Status</b>									
Subsidized meals	142	100.0	34.6	40.8	24.6	0.0	33.8	Yes	Yes
Full-pay meals	38	100.0	16.2	37.8	43.2	2.7	62.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	180	100.0	31.7	49.7	15.6	3.0	29.9	Yes	Yes
<b>Gender</b>									
Male	95	100.0	31.8	51.1	14.8	2.3	26.1		
Female	85	100.0	31.6	48.1	16.5	3.8	34.2		
<b>Racial/Ethnic Group</b>									
White	104	100.0	21.8	53.5	21.8	3.0	36.6	Yes	Yes
African-American	70	100.0	50.0	41.9	4.8	3.2	16.1	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	157	100.0	25.7	53.5	17.4	3.5	34.0		
Disabled	23	100.0	69.6	26.1	4.3	0.0	4.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	180	100.0	31.7	49.7	15.6	3.0	29.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	180	100.0	31.7	49.7	15.6	3.0	29.9		
<b>Socio-Economic Status</b>									
Subsidized meals	142	100.0	36.2	46.9	13.8	3.1	26.2	Yes	Yes
Full-pay meals	38	100.0	16.2	59.5	21.6	2.7	43.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	62	98.4	16.7	50.0	33.3	N/A	33.3
	<b>Grade 4</b>	57	100.0	27.8	46.3	25.9	N/A	25.9
	<b>Grade 5</b>	75	100.0	35.7	58.6	5.7	N/A	5.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	62	100.0	27.1	32.2	39.0	1.7	40.7
	<b>Grade 4</b>	63	100.0	33.3	48.3	18.3	N/A	18.3
	<b>Grade 5</b>	55	100.0	30.2	47.2	22.6	N/A	22.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	62	100.0	20.0	58.2	12.7	9.1	21.8
	<b>Grade 4</b>	57	100.0	24.1	57.4	13.0	5.6	18.5
	<b>Grade 5</b>	75	100.0	45.7	50.0	4.3	N/A	4.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	62	100.0	32.2	57.6	10.2	N/A	10.2
	<b>Grade 4</b>	63	100.0	30.0	46.7	18.3	5.0	23.3
	<b>Grade 5</b>	55	100.0	32.1	49.1	15.1	3.8	18.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 337)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	N/A	3.7%	2.7%
Attendance rate	95.9%	Up from 94.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%		4.5%	3.5%
Eligible for gifted and talented	11.4%	Up from 6.4%	8.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.3%	Down from 6.7%	8.9%	8.2%
Older than usual for grade	1.5%	Down from 1.6%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	57.1%	Up from 47.6%	47.3%	51.4%
Continuing contract teachers	85.7%	No change	86.6%	87.5%
Highly qualified teachers**	100.0%	N/A	94.8%	95.0%
Teachers with emergency or provisional certificates	5.3%		0.0%	0.0%
Teachers returning from previous year	75.3%	Down from 78.7%	86.1%	86.7%
Teacher attendance rate	97.7%	Up from 93.0%	94.6%	94.9%
Average teacher salary	\$36,900	Up 3.7%	\$40,285	\$40,760
Prof. development days/teacher	9.6 days	Down from 11.7 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 19.7 to 1	17.8 to 1	18.9 to 1
Prime instructional time	91.9%	Up from 86.7%	90.0%	90.0%
Dollars spent per pupil*	\$4,783	Up 26.3%	\$6,205	\$6,044
Percent of expenditures for teacher salaries*	64.7%	Down from 71.8%	65.0%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cottageville Elementary School serves the community as a pre-Kindergarten through fifth grade school. The school's student body consists of a diverse group of Caucasian, African American, American Indian, and Hispanic children. The Cottageville area is one of the fastest growing areas in the county. Overcrowding has resulted in classrooms that are too small. Some students are in portable classrooms, and most of our itinerant staff members have to share classrooms. The 366 students strive every day to learn and achieve at the highest level.

The school has become a vital part of the community. The PTO, School Improvement Council, parent volunteers, town council, and local churches have expended their energies to make Cottageville Elementary a warm and inviting place where students are challenged to reach their full potential.

The dedicated teachers have embraced the Cunningham 4-Blocks Language Arts model, the 4-Frames Math program, and the High Scope pre-Kindergarten program in order to improve the students' reading, math, and social skills. Accelerated Reader, Star Reader, Accelerated Math, and Star Math were added last year to improve reading and math skills. The student-run television program each morning created a new format for Word of the Week and Eagle Math Problem of the Week. Dr. Suess's birthday brought a celebration of reading on the front lawn.

All Honor Roll students were treated to an assembly and rewards each nine weeks. The children with no discipline trips to the office were invited to an ice cream party on the lawn. The staff challenged the students with new incentives to attend school and achieve. They continued the Citizen of the Day, Best Kids on the Block, and quarterly drawings for perfect attendance. These have created a higher level of accountability in the students to achieve all that they can.

Volunteers painted classrooms, hallways, and the gym, and held the Fall Festival of Learning as well as Santa's Gift Shop. They ran the Just Say No Cheerleaders, and they provided meals for the teachers, duty-free lunch for Perfect Teacher Attendance, and Teacher Appreciation Week treats. They tutored students, and helped in classrooms. Many areas of the building were upgraded, including a new school sign and new paint for many rooms.

With all of these efforts on the part of parents, teachers, students, and the community, we look forward to soaring even higher next year.

Karl Naugle, Principal

Tim Grimsley, S.I.C. President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	47	28
Percent satisfied with learning environment	100.0%	73.9%	67.9%
Percent satisfied with social and physical environment	91.3%	80.4%	60.7%
Percent satisfied with home-school relations	91.3%	87.2%	71.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.